

**AN ANALYSIS OF SPELLING ERROR MADE BY STUDENTS IN
WRITING DESCRIPTIVE TEXT ON THE SEVENTH GRADE OF MTs.N 2
TANGGAMUS IN ACADEMIC YEAR 2019/2020**



**UNIVERSITAS ISLAM NEGERI
RADEN INTAN
LAMPUNG**

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By

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ABSTRACT

AN ANALYSIS OF SPELLING ERROR MADE BY STUDENTS IN WRITING DESCRIPTIVE TEXT ON THE SEVENTH GRADE OF MTs.N 2 TANGGAMUS IN ACADEMIC YEAR 2019/2020

By

Renty Hidayah

Spelling is an English sub-skill under writing. It such essential skill of writing that has to be mastered by all students for the purpose of good communication in the written form of the language. Misspelling can change the meaning of a word or may the reader can not catch the meaning of the word. Therefore, this study focuses on the spelling error analysis to evaluate student's error in spelling the English word in the direction of know the types of spelling error and the causes of error.

The research methodology of this research was descriptive qualitative. The population of this research was taken from seventh grade of MTs.N 2 Tanggamus in the academic year which is limited in the 38 students as the sample of this research. In taking the sample of the research, the researcher used purposive sampling technique. In collecting the data, the researcher used documentation. The source of analyzing the data in this study through documentation was taken from students' writing that was written by the seventh grade students of MTs.N 2 Tanggamus.

The result shows that the highest or the first frequency of spelling error made by students is variant error are (50.54%), other types is slips (17.58%), split (14.28%) malapropisms (12.08%), and the last jumbling (9.68%) which confirm spelling is intricate for the students. Many students did spelling because the lack of knowledge of formation words. The different systems of first and second languages make learning become dense to make a new language.

Keywords: Writing, Spelling, Error analysis

DECLARATION

The researcher is a student with the following identity:

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Bandar Lampung, December, 01st 2019

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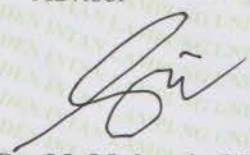
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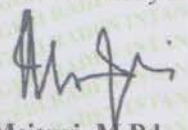
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¹MOTTO

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا الشُّوْءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ
ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا لَغَفُورٌ رَحِيمٌ ﴿١١٩﴾

“Then, indeed your Lord, to those who have done wrong out of ignorance and then repent after that and correct themselves- indeed, your Lord, thereafter, is forgiving and merciful” (An-Nahl:

119)



¹ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2001), P. 668

DEDICATION

I would like to dedicate this thesis to:

1. My beloved parent, Mr.Hartoni (Alm) and Mrs. Helmiyati,S.Pd.SD who always love me and keep on praying for my life. Thanks for all the motivation. I do love you.
2. Both of you brother and sister ! Octa Firmansyah and Niken Marsheli Yona who have motivated and prayed for me a lot in my life to continue my study well.
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7. Anyone who uses my thesis as a reference.

CURRICULUM VITAE

Renty Hidayah was born in March, 19th 1997 in Gisting, Tanggamus. She lives in Talang Padang, Tanggamus. She is called Renty, She is the youngest child of Hartoni (Alm) and Helmiyati, S.Pd.SD. She also has one brother and one sister; Octa Firmansyah and Niken Marsheli Yona.

Atika studied at the first time in Kindergarten at Dharma Wanita and finished in 2003. Then she studied at Elementary School of SDN 2 Banding Agung and graduate in 2009. She continued in Junior High School of MTsN Model Talang Padang and finished in 2012. Then, she continued her study in Senior High School of MAN and finished in 2015. In 2015, she entered as female student of The State of Islamic University Raden Intan Lampung and took English Education as her major.

During finishing her study, she followed an organization i.e UKM Bahasa.

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Alhamdulillah, all praise be to Allah Lord of the world, who has given Mercy and Blessing so that the writer can finish his paper. Peace and salutation be upon the Prophet Muhammad SAW, and his family, companions and his faithful forever.

The research entitled “An analysis on spelling error made by students in writing descriptive text on the seventh grade students of MTs.N 2 Tanggamus in academic year 2019/2020” is submitted as a compulsory fulfillment of the requirements for S-1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung the researcher is fully aware that this research cannot be finished without other people’s help. Therefore, in this opportunities, the writer would like to express her greatest appreciation to :

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
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Finally, the researcher realizes that this research is still far from perfect. Furthermore, criticisms and suggestion would be acceptable to make this paper better. The words are not enough to say any appreciations for their help and contribution to this “skripsi”, may Allah guide and give them all happiness, Amin.

Bandar Lampung , December , 1st 2019

The Reseearcher,

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CHAPTER I

INTRODUCTION

A. Background of the study

The limits of my language signify the limits of my world.² It is a piece of words from Schulte that reveals if a person has no other language to communicate he will have a narrow world in the sense of not being able to extend his knowledge. Language is concerned with cognitive abilities and the human mind conceptualizes the world.

Language is nothing but symbolism.³ There are symbols to convey meaning in language. Humans use language to communicate with each other. Talking, shouting, whispering, lying, swearing, telling jokes or tales are example of communication in human language. Brown, the president of International TESOL from 1980 to 1981, states that language is a system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with others.⁴ In other words language is an instrument which can be expressed not only through verbal or oral communication but also through non-verbal communication; written form and physical movement.

² Joachim Schulte, *Wiigenstein: An Introduction Suny Series In Philosopy*, (State University of New York Press, 1992), p.63

³ Emile Beneveniste, *Problems in General Linguistics*, (University of Miami Press, 1971), p.73

⁴ H. Douglas Brown, *Principles of Language Learning and Teaching*, (Englewood Cliffs: Addition Wesley Longman, Inc, 2000), p.5

In English, there are four skills namely, listening, speaking, reading and writing. Speaking and writing are productive skill, because when people speak, they will produce spoken product and when people write, they will produce written product. Besides, listening and reading are respective skills. It means, when people listen and read, there is no product that produce.⁵ Speaking and writing is at same productive skill but the most important thing to realize about using language is that speaking and writing are very different activity with that we need to keep separate. In speech, we communicating in a highly effective but usually less practice and less formal manner than writing and also that it lends itself readily to situation and seems infinitely flexible. The same true of written language, through on a lesser scale: we can use it creatively and informally, as, for example, in advertising on in e-mail, on in different forms of writing such as journals and diaries. In formal writing, every sentence has to be grammatically cohesive in order to be clear and comprehensible.⁶

Writing is important thing in human's live because it provides a way for people to transfer information to other. Writing is a psychological activity of language user to put information in written text.⁷ Most of students think that writing is most complex skill among four basic language skills. As stated by Richards that:

⁵Atika Amalina , “Grammatical Errors in Using Inflectional Morphemes in Writing At The Fifth Semester Students Of English Education Departement Based On Surface Strategy Taxonomy” Tarbiyah and Teacher Training Faculty of UIN Lampung, p. 2

⁶ John peck, Martin Coyle, *the student's guide to writing*, (Macmillan press LTD, 1999), p.4.

⁷ Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta: Graha ilmu, 2008), p.215

Writing is the most difficult skill for learners to master. They difficult lie not only in generating and organizing the ideas, but also in translating the ideas into readable text. students have to pay attention to higher level skills of planning and organizing as well as lower learn skills of spelling, punctuation, word choice and soon.⁸

According to Tribble, they are five aspects such as content, vocabulary, organization, language and mechanic. Content, refers to substance; the substance should express the topic. Organization means the content must be coherence. Mechanic refers to the writer must be aware about using spelling, punctuation, and capitalization.⁹

A person who wants to get a good writing must have correct forms of English word for effective writing. Knowing elements of writing such as grammar, spelling, punctuation, etc. helps the readers to understand well about the writing materials. To make the readers understand about the sentence that he or she has written, he or she has to use the correct form.

Errors in language learning are natural. According to Crystal, error analysis in language teaching and learning is the study of the unacceptable forms procedure by someone learning a language, especially a foreign language.¹⁰

⁸ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching; An Anthology of Current Practice*, (Cambridge University Press), p. 303.

⁹ Christopher Tribble, *Writing*, (New York: Oxford university Press, 1996), p.130

¹⁰ Meruyert Seitov, "Error Analysis of Written Production: The case of 6th Grade Students of Kazakhstani School", International Conference on Teaching and Learning English as an Additional Language, GlobELT 2016, 14-17 april 2016, Turkey. P.288. (accessed on January 10th 2019 at 10.20)

Based on preliminary research researcher did at MTs.N 2 Tanggamus on April 5th 2019, the researcher got information from the English teacher through interview. The researcher found that students have low motivation to learn English. They also get difficulties in writing. They often write the sentence with their own language's structure. According to Mrs Nurmaida, S.Pd as English teacher, students made some spelling errors in writing.¹¹

Based on student's questioner, the researcher found some problems faced by the students in writing. The researcher found that most of students feel difficulty in spelling correctly because they don't know the spelling of the word and just write what they listen actually in dictation. Many students produce spelling error, it is because the teacher only teaches orally. If the students do not have good spelling in written, the students will write the word like what they write. However, English pronunciation is different from written forms. It can make the students confused in writing. Beside, students still made an error because they be deficient in vocabulary.

Based on result of research conducted by Sado the correlation between the spelling and listening comprehension of students and a decoding test in the Saudi context, conclude that important influence in English spelling errors were Arabic spelling system, student's mispronunciation, interface with other English words, and unfamiliarity with American pronunciation.¹²

¹¹ Nurmaida, *Teacher's interview*, Tanggamus, April 5 2019

¹² Reima Al-Jarf Sado *The Effects of Listening Comprehension and Decoding Skills on Spelling Achievement of EFL Freshman Students*. *English Language & Literature Teaching*, Vol. 11, No. 2 Summer 2005. P.36

Beside the students feel difficult in listening, the other cause of spelling error is the students lack of vocabulary. Actually the students know the meaning of the word but they can not guess the spelling of the word or how the spelling of the word correctly. Words are most effectively taught in the spelling lessons, and in order of their frequency of use in the language. The importance of spelling rules must be taught by examples, when they are met in the writing of the words being studied. Words written from dictation in a normal conversation voice force the students to think about what they are doing and apply the rules they have learned. Each word is followed by a meaningful sentence containing that word. This develops the habit of the mind needed for writing a sentence. These serve as standards for the types of sentences required in their own verbal and written sentences.

As stated previously that to compose a good writing, the students should notice some aspects. Spelling is one important aspects that students should be aware in order to make a good writing because the use of correct spellings brings good communication between the writers and the readers. If we use the wrong spellings it brings misunderstanding between the writers and readers. The readers, who are reading in wrongly spelled, can understand in the wrong way and they will be confused to understand the meaning intended by the writer.

According to Carney, spelling error that people make can be divided into five types; variant error, slips, malapropisms, jumbling and split. For example, *this is the course [cause] of the accident*. The student wants to use *because*, however, he chooses the wrong word and another example, in the sentence *the preise [price] of tomato is high, fameus instead famous and acedemy instead of academy*.¹³

The researcher presented some previous studies that deal with error analysis. Liu had examined a research entitled “Spelling Error Analysis in College English Writing the case of College of Foreign Languages, Qingdao University of Science and Technology, China.”¹⁴ The study showed the types of spelling error are local syntactic errors, global syntactic error and semantic error. The result showed the most frequent error that student’s made is local syntactic error. The second research had been done by Muhassin entitled “Students Grammatical Error in Using Present Tense” this research analyze the grammatical error in present tense.¹⁵

Another research was done by Hikmah entitled “Spelling Error Analysis In Student’s Writing at Tenth grade in Man 1 Boyolali in The Academic Year of 2016/2017”. This research analyzes spelling error based on Bestgen and Granger state that, there are 9 categories of spelling errors. They

¹³ Kasuran, Amir, *L2 English spelling error analysis (an investigation of English spelling error made by Swedish senior high school students)* 2016. (accessed on January 10th 2019 at 10.00)

¹⁴ Yanyan Liu, *Spelling Error Analysis in College English Writing, College of Foreign Languages, Qingdao University of Science and Technology, China. (Theory and Practice in Language Studies, Vol 5, No.8.pp.1628-1634, 2015)*. (accessed on January 10th 2019 at 13.00)

¹⁵ Muhassin, M. Hayrunnisa, N. R., & Pradana, S. A. (2019). *Students Grammatical Error in Using Present Tense*. *English Education : Jurnal Tadris Bahasa Inggris*, 12(2), 1-24

are letter, word, boundary, apostrophe, single letter addition, omission, substitution, transposition, and multiple errors letters.¹⁶

Based on the previous study before, the two research findings had same phenomena regarding with spelling error analysis. There is a significant different which is related to the object of this research. Liu had examined a spelling error analysis generally, and then Hikmah conducted a research about spelling error based on Bestgen and Granger. Therefore, this research focuses on the type of spelling error based on Carney's theory. There are; variant error, slips, malapropisms, jumbling and split and also the percentages of error.

Based on explanation above, the researcher decided to conduct a research entitled "An analysis on spelling error made by students in writing descriptive text on the seventh grade students of MTs.N 2 Tanggamus in academic year 2019/2020.

B. Identification of the Problem

Based on the background of the problem above the researcher tried to identify the problem as follows:

1. The student's listening ability is still low.
2. The students were still made some spelling errors in their writing.

¹⁶ Siti Hikmah entitled "*Spelling Error Analysis In Student's Writing at Tenth grade in Man 1 Boyolali (State Islamic Institute of Surakarta, 2017)* (accessed on January 10th 2019 at 14.00)

C. Limitation of the Problem

In this research, the researcher focused on the types of spelling errors and the percentages of student error in writing made by the seventh grade students of MTs.N 2 Tanggamus in academic year 2019/2020.

D. Formulation of the Problem

Based on the limitation of the problem the writer will formulate the problem as follows:

1. What were the types of spelling errors made by the students?
2. What were the causes of students to make error in spelling?

E. Objective of the Research

The objective of this research is one of the important things in order that the study will reach the target what the researcher hope, there are ;

1. To find the types of spelling errors at seventh grade students of MTs.N 2 Tanggamus writing.
2. To know the percentages of spelling error in their writing based on linguistic category taxonomy.
3. To find the causes why the students made errors in their writing.

F. Significance of the Research

The uses of this research as follow:

1. Practically

a. For the students

From this research, the students will know the spelling error that they made in their writings and also from this research the students can learn more about spelling English words and know the usually occurred errors in spelling in writing.

b. For the teachers

The result of the research might be beneficial for the teachers. The teachers can know the abilities of their students in English spelling in writing. The teachers can also evaluate their teaching, especially in teaching English spelling.

c. For the researcher

From this research, the researcher had a chance to find the problems that were related to the topic. In the next, after the researcher knows the types of spelling error made by the students in writing, the researcher can share in to the English teachers. Therefore, the teacher can try to find the solution for the student.

2. Theoretically

The result of this research is expected to give the important information about students in spelling error in writing. Hopefully this research can improve student's comprehension about spelling English word and can

increases their understanding about how to write English word in written forms correctly

G. Scope of the Research

1. The Subject of the Research

The subject of this research was the students of the seventh grade of MTs.N 2 Tanggamus 2019/2020.

2. The Object of the Research

The object of this research was the students spelling error.

3. The Time of the Research

The time of the research was conducted at the second semester in academic year 2019/2020.

4. The Place of the Research

The place of the research was conducted at MTs.N 2 Tanggamus.

CHAPTER II

REVIEW OF LITERATURE

A. Concept of Error and Mistake

1. Definition of Error

Various definition of error have been presented by experts. Basically those definition contains the same meaning while the difference lies only on the way they formulate them. These definition of spelling error based on expert. According to Norrish, he stated that error is systematical deviation, when a learners has not learn something and consistently get it wrong. He said the child his own language sometimes make same error. In the same way, when a learner of English make an error systematically. So, he has not learn the correct form.¹⁷

In the other, Dulay said “Error are the flawed side or learner speech or writing. They are those parts of conversational or composition that deviate from some selected norm of mature language performance. Teacher and mothers who have waged long and patient battles against their students or children’s language error have come to realize that making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors”.¹⁸

¹⁷ J. Norrish, *Language Learning and Their Errors*, (London: Macmillan Publisher Ltd, 1987), p. 7

¹⁸ Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, (Oxford: Oxford University Press, 1982), p. 138.

Another concept given by Brown, he defined “errors as the process to observe, analyze, and classify the deviation of the rules of the systems operated by learner”.¹⁹ On the other hand, Richards states that “error is study of errors made by the second and foreign language learners. Error may be carried out in order to find out how well someone knows a language, find out how a person learns a language, and obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials”.²⁰

From the explanation above, we can terminate that error is an activity to identify, classify, and interpreted or describe the errors made by someone in writing and it is carried out to obtain information on common difficulties faced by someone in writing English sentence.

2. The differences Between Error and Mistake

When we talk about errors it is always connected to mistake. Some people even think that the term of error and mistake are the same and they commonly cannot see the distinction between both of them. Error and mistake are different. Mistakes are skin to slips of the tongue. That is, they are generally one-time only events. The learner who makes a mistake is able to recognize it is a mistake and correct it if necessary. On the other hand, an

¹⁹ H.D. Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, 1994), p. 206.

²⁰ Jack C Richard, *Error Analysis*, (London: Longman 1973), p. 172

error is systematic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error.²¹

Hubbard et al. also make differences between error and mistake. Errors caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it; and unfortunate mistake caused by temporary lapse of memory, confusion, slip of the tongue and so on.²² In other words, Ellis stated that error is a lack of knowledge and mistake is the student's possess knowledge of the correct form and it is just slipping up.²³ Brown also gave the similar opinion about error and mistake. According to him, an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. And a mistake is slip, a failure to utilize a known system correctly. An error cannot be self corrected, while mistake can be self corrected if the deviation is pointed out to the speaker.²⁴

Based on the opinions above the writer concluded that error caused by lack of knowledge, the students did not know what were they wrote and they could not recognize it unless other people or their teacher corrected them and it cannot be self corrected. While mistake happened because temporary laps of memory and also slip of the tongue, actually the students have known about what they write but they just slip up and they can approved and recognize their own mistakes.

²¹ Susan M. Gass, Larry Selinker, *Second Language Acquisition: An Introductory Course*, (New York: Routledge Taylor & Francis Group, 2008), p. 102.

²² Hubbard, *op. cit.*, p. 134.

²³ Ellis, *op. cit.*, p. 17.

²⁴ Brown, *op. cit.*, pp. 257—258.

B. Concept of Error Analysis

1. Definition of Error Analysis

Learning a target language (English) is different from learning one's mother tongue. Consequently, learners sometimes make an error. Making error is indication that students have not yet mastered the rules of the language being learned. Error analysis is one of the ways to examine all possible sources of errors in order to find the solution.

According to Taylor, error analysis is study and evaluation of uncertainty in measurement.²⁵ It implies that error has a positive role in language learning since it is the sign that a language learner does not learn the rules of the target language effectively. It means that error analysis has an important role in determining the suitable remedial and the effective teaching learning strategy for the learner as well as it can be used as a guideline to minimize the errors in their writing.

As Crystal emphasize that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provides by linguistic.²⁶

²⁵ John R. Taylor, *An Introduction to Error Analysis: The Study of Uncertainties in Physical Measurements* (2nd Ed) (Colorado: University Science Book, 1997), p.3.

²⁶ D. Crystal, *A Dictionary of Linguistic and Phonetics*, Second Edition, (New York: Basil Blackwel Inc, 1987), p. 43

2. Cause of error

Norrish classifies causes of error into three types; they are carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

- a. *Carelessness*. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.
- b. *First language*. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference".
- c. *Translation*. It is one of the causes of error. This happens because a students translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.²⁷

²⁷ *Ibid .p.2 et seqq.*

Another expert who discusses the sources of error is Richards in Schumann and Stenson in his article “Error Analysis and Second language Strategies”. It classifies sources of errors into six points:

- a. *Interference*, that is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language
- b. *Overgeneralization*, that is an error caused by extension of target language rules to areas where they do not apply
- c. *Performance error*, that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion
- d. *Markers of transitional competence*, that is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition)
- e. *Strategy of communication and assimilation* that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so
- f. *Teacher-induced error* that is an error resulting from pedagogical procedures contained in the text or employed by the teacher.²⁸

²⁸J.C. Richards, *Op.Cit.* p.32

3. Procedures of Error

In error analysis research, there are some procedures that suggested by the experts. Theo Van Els in Muhammad Saugi states that there are some procedures in error analysis, as follows²⁹:

a. Identification of Errors

The first step in the process of error analysis is identification of errors. In this step, the teacher recognize the students' error from the task given.

b. Description of Errors

The second step is description of errors which begun when the identification step is already taken. The description of the students' errors involves classification of sort of errors made by the students.

c. Explanation of Errors

The explanation of errors is the third step which attempts to account for how and why such errors can occur.

d. Evaluation of Errors

The fourth step in the process of error analysis is the evaluation where the teacher gives tasks or tests to prove such errors as the incorrect ones.

e. Preventing/Correction of Errors

The last step is the correction of errors in which the teacher or the examiner check the outcomes from the tasks or tests given to the students and thus to give correction for the errors.

²⁹ Muhammad Saugi, "An Analysis on Errors Made by Learners in Forming Irregular Plural Form", (Skripsi UIN SYarif Hidayatulloh, Jakarta, 2014), p.12

The purpose of this research were to find kinds and proportions of errors made by the students, then the researcher only took three steps, those are identification of errors, description of errors, and preventing/correction of errors. the researcher had to decide the criteria of errors which will be corrected because some errors can be considered more serious than other. The aim of it was to distinct which errors will be corrected so the learner which made an error, will not be stress of getting correction.

5. Goals of Error Analysis

According to Dulay and his friends, there are two major purposes in studying learners' errors:³⁰

- a. Provides data from which inferences about the nature of the language learning process can be made.
- b. Indicated to teacher and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a students' ability to communicate effectively.

Based on the explanation above, the goals of error analysis is featuring a conclusion in the language learning process and how the students' ability in the target language.

³⁰ Ratnawati, *Error Analysis on Students Narrative Writing*, (Jakarta: UIN Syarif Hidayatullah 2004), p.8.

6. Procedure of Error Analysis

According to Ellis, the procedure for analyzing errors includes five steps, there are:

a. Collecting of a sample of learner's language

Researcher is different from each other in their choice of data collection methods. According to this stage, learners' errors are influenced by a group of important factors. Ellis in Al Kresheh journal assert that these factors are significant in collecting a well defined sample of language learner so that clear statements can be made regarding what kinds of errors the learner produce and under what condition.³¹

b. Identification of errors

Identifying foreign language or second language learners' error is fundamental for determining the standard against which a particular item that is considered erroneous.³²

c. Description of errors

This stage of error analysis takes place after the identification step. Description of errors help in serving three major purposes. Initially, would be to instinctively expound all that is unstated, so as substantiate an individual's instinct. The second purpose can be as a prerequisite for counting learners' error. And the last purpose is to create categories for

³¹ Mohammad Hamad Al-Khresheh, "A Review Study of Error Analysis Theory" *International Journal of Humanities and Social Science Research* (Vol 2. Lifescience Global, 2016), p.51.

³² *Ibid*, p. 52.

errors which can help in the process of developing a comprehensive taxonomy of L2 errors.³³

d. Explanation errors

The ultimate objective of error analysis theory is explanation of errors.

This stage is considered the most important for error analysis research.³⁴

e. Evaluation of errors

This step involves analysis on what effect the error has on whoever is being addressed according to Ellis, the design of error evaluation studies involves decision on who the addresses (e.i. the judges) will be, what errors, they will be asked judge to judge, and how they will be asked to judge them. Moreover, in the evaluation of errors the teacher may ask the addresses of error try to correct the error by themselves. There evaluation of errors includes the following step:

- a. Select the errors to be evaluated.
- b. Decides the criterion on which error are to be judged.
- c. Prepare the error evaluation instrument.
- d. Choose the judges.³⁵

³³ *Ibid.*

³⁴ *Ibid*, p.53.

³⁵ Rod Ellis, and Gary Barkhuizen, *analyzing Learner Language* (New York: Oxford University Press, 2005), p. 57.

C. Concept of Spelling Error

a. Definition of spelling error

Spelling error is part of writing problems. The writing problems include grammatical problems, mechanical problems, sentence structure and problem of word choice, cognitive problems (punctuation, spelling error, and content problem), and problem organization.³⁶ Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgment. According to Harmer, if incorrect spelling occurs frequently, all too often bad spelling is perceived as a lack of education and care.³⁷ Besides, according to Croft, the only possible justification for learning to spell is accurate spelling is necessary for effective writing.³⁸ On the other word, there is no need to communicate by writing there is no need to learn to spell. It means that spelling is a skill of writing, we learn to spell in order to communicate through writing.

According to Croft spelling is an aspect of written language so the teaching learning of spelling must take place as far as possible within the context of writing.³⁹ In short, spelling is part of mechanical component of writing that have role in writing. We need be aware of our spelling in

³⁶ Ibrahim Muhammad Alfaki. "University Students' English Writing Problems: Diagnosis and Remedy." *International Journal of English Language Teaching*. Vol. 3. No. 3. 2015. p.44-46

³⁷ H. Douglas Brown. *Principles of Language Learning and Teaching Fifth Edition* (Longman: Pearson Education, 2007). p. 256

³⁸ Cedric Croft, *Teachers Manual for "Spell-Write: An Aid to Writing, Spelling and Word Study."* *Studies in Education No.34* (ERIC, 1983), <http://eric.ed.gov/?id=ED326894>, accessed 28 Nov 2016. (Wellington: New Zealand Council for Education Research), p.9.

³⁹ Ibid. p.12

writing activity so that the information that we write will be conveyed well. Harmer stated that an issue that makes spelling difficult for several students is the fact that not all varieties of English spell the same words in the same way.⁴⁰ It can be inferred from the way the students face the problem in spelling. It is cover the amount of problem that being face almost a lot of students. Moreover, he stated that one of the reason spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious.⁴¹

According to Benyo, spelling error are due to the sound problems. The other definition of spelling error is given by Al-Jarf, he said that spelling error is any faulty words, faulty graphemes (single word), single consonant, vowel diagraphs, phonogram, suffix of prefix) within a word are counted as an error. Any graphemes that are added, deleted, substituted by another or reversed are counted misspelling.⁴²

The similar stated is according to Perveen and Akram who said that sounds, letters, word parts, word meaning, and word history are those elements which play the important role in learning to spell the word of English.⁴³

⁴⁰ Jeremy Harmer. *The Practice of English Language Teaching Third Edition*, (UK: Cambridge University Press, 2001). p.256

⁴¹ Jeremy Harmer, *The Principle of English Teaching* 3rd edition, (England: Longman, 2001), p. 271

⁴² Simon Botley and Doreen Dillah, "Investigating spelling errors in a Malaysian learner corpus", *Malaysian Journal of ELT Research*, vol. 3 (2007), pp. 74–93, accessed 27 Nov 2016.

⁴³ "Educational Research Journal", *Educational Research Journal*, vol. 5, no. 9 (2014), pp. 361–7, accessed 24 january 2019.

To sum it up, spelling error is combination of letters forming whole word incorrectly. Spelling becomes an important thing in writing because it can influence the meaning of word itself, it can influence the meaning of message because the message in writing is delivered in composition of words that forms a sentence, and the words are form from spelling letter.

b. Spelling Error and Spelling Mistake

Students who want to master in writing should be able to spell well. In fact, not all students always use correct English in their writing. In analyzing learner's language in appropriate way, the researcher should look forward the difference between spelling mistake and spelling errors which theoretically have different meaning.⁴⁴ Spelling mistake refers to a performance error, it happens when the learner know the rule but still doing the errors. This statement also supported by Ellis who stated that spelling mistakes reflect student's forgetfulness in a performance.⁴⁵ On the other words, spelling mistakes is student's lack of producing language skills. It occurs when the students forgets the rule of language performance.

Spelling error is a noticeable deviation from the adult grammar of a native speaker reflects the competence of the learners, such as it is spelling error, most likely not a spelling mistake, and spelling error that reveals a

⁴⁴ H. Douglas Brown. *Principles of Language Learning and Teaching Fifth Edition* (Longman: Pearson Education, 2007) p.257-258

⁴⁵ Rod Ellis. *Second Language Acquisition*, (Oxford: Oxford University Press, 1997) p.17

portion of the learner's competence in the target language. According to Ellis, spelling error reflect gaps in learner's knowledge. It occurs because the learner's does not know what the correct is.⁴⁶ In short, spelling error occurs when the students has not understood what correct and wrong is. In order words, spelling errors require further relevant learning to take place before they can be self-corrected. Those are the difference between spelling mistake and spelling error.

c. Types of Spelling error

The error occur on students are divided into several categories. Another difference is that different studies came up with different number of categories, for example Book and Harter identified 18 types of spelling error, while Bahloul identified 12 and Al-Bakri identified 8.⁴⁷ One of the reason behind these differences is the variation in the methods used for data collection and classification for example Book and Harter analyzed essay, exam papers, and dictation test papers.⁴⁸ This result in creating categories for the errors that appear in dictation test. As difference in classification method, Book and Harter considered adding a letter to a word that was anticipated because it appears later in the word, adding extra letter, and doubling the wrong letter as three different categories. In the current study, all those three types are categorized as addition errors.

⁴⁷ Mohammad Taher Al Jayousi. Spelling Errors of Arab Students: Types, Causes, and Teachers' Responses. *A Thesis in Teaching English to Speakers of other Languages*. (American University of Sharjah, 2011)

⁴⁸ W. Book & R. Harter. Mistake which Pupils make in Spelling. *The Journal of Educational Research*. Vol.19. No.2, 1929 pp. 106-118

According to Carney many spelling errors are due to variant error, slips, malapropisms, jumbling and splits.⁴⁹ From those theories above, this research used Carney theory included 4 categories of spelling error.

a. Variant Error

Variant error is when the letters is wrong, but the phoneme can be spelt like that elsewhere. Most casual errors are simply an error of choice among competing spellings of the phoneme. For instance compleat is immediately recognizable as complete and kaind as kind

b. Slips

These are accidental errors, not errors of understanding. A common type of slip is when the writer anticipates in the string of letters a later spelling that requires some attention. Doubling of a wrong letter is a very common slip: inaccuracy for inaccuracy, omitted for omitted, particularly where there are false analogies such as innocent, committed. These seem to be more common when a doubled letter follows later in the word; this would account for usually for usually. A doubled letter seems to be a memorable graphic feature, but the location of the doubling proves less certain. Finding categories of unintentional performance errors is clearly not an easy task. For instance Ronaldinho has skil pleying ball , it should

⁴⁹ Ahmed Ali Fadul Benyo, "English Spelling Problems among Students at the university of Dongola, Sudan", *Educational Research*, Vol.5(9), 2014 pp. 363

be Ronaldinho has skill pleying ball. Another example Each of it has own ziper for Each of it has own zipper.

b. Malapropisms

Not all mistakes in writing a string of letters are simple letters errors. These are lexical errors involving confusion between similar sounding morphemes or words. This would presumably be the case with children's errors such as changed for chased, frighting for fighting, brave for brother, rise for rest, hole for hold, when for win, wilds for wildest, etc.

c. Jumbling

Jumbling Errors is error that involves confusion between elements of word structure. Spelling errors, as such, violate some spelling rule. So, feild for field violates the well-known graph tactic rule about the ordering of <i> and <e> as a spelling of IvJ. Occasionally there are subsystem mistakes: feasible is a fairly technical word and, perhaps for that reason, attracts the spelling pheasible.

d. Split

Mistakenly putting a space boundary in what should be written as a single word can be called a split. For instance Michael Jordan is a very dater mined person for Michael Jordan is a very determined person.

D. Concept of writing

1. Definition of writing

Writing is one of the language skills beside listening, speaking and reading. There are some definitions of writing given by expert. According to Raymond writing is more than a medium of communication. It is way of remember and way of thinking well. Writing is also a way of finding out what we know and we need to learn. Writing is also a way of learning.⁵⁰

More specific explanation according to Petty and Jensen, writing is the mental and physical act of forming letters and words. It is putting words correctly, punctuating and capitalizing in customary ways, and observing conventions in written forms and more. Writing is process of expressing thoughts and feelings of thinking and shaping experiences.⁵¹

According to Hefferenan and Lincoln, writing is the psychological activity of the language user to put information in the written text. Such as writing is commonly about a certain topic in which the writer at first collect the data, then elaborate the topic based on certain idea in order to answer a question, or prove a statement, or describe an object, or expose a new truth of a certain fact of an object, or convince the

⁵⁰ James C. Raymond, *Writing (is an Unnatural)*, (New York: Harper and Row Publisher, 1980), p. 2.

⁵¹ Walter T. Petty and Julie M. Jensen, *Developing Children's Language*, (New York: Allyn and Bacon Inc., 1918), p. 362.

readers to believe or disbelieve a statement and persuade those readers to take a certain course of action related to the believe or disbelieve.⁵²

Moreover, according to Celce and Murcia, writing is the ability to express the idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement. It means that writing is an activity of producing written products or as the writers or learners' effort to transfer their thought into words in a written form.

Other than, learning how to write well is quite difficult to be mastered because writing is complex activity that requiring one to think about a number of factors simultaneously for example, the formation of letters or characters, vocabulary, grammar, punctuation, layout, organization and selection of appropriate content for the intended audience.⁵³

From the definition above, it can conclude that writing is a way or a process to express or to represent writer's knowledge into textual medium by following the linguistic rules. It is a progressive activity that requires enough time to think about specific topics, to analyze, select, and to organize an experience according to a certain purpose. Writing is one of the language skill which need a physical and mental process of students to express their ideas, feelings, experience, message and opinion through word by words.

⁵² Sanggam Siahaan, *Issues in Linguistic*, (Yogyakarta: Gaha Ilmu, 2008), p.215

⁵³ Penny McKay, *Assesing Young Language Learners* (Cambridge: Cambridge university Press, 2008), p.245.

2. Aspect of Writing

According to Tribble, there are five aspect in writing namely content, organization, vocabulary, language and mechanics.⁵⁴

1) Content

Content refers to substance, the experience of the main idea (unity). Content is about treatment the subject, variety of ideas or arguments, interpretation of the topic, relevance between content and the topic and accuracy of detail

2) Organization

Organization refers to the content of coherence. Meanwhile, organization is about fluency of expression, clearance of ideas, and also relates from one main idea to another main idea. So, the main ideas connect each other.

3) Vocabulary

Vocabulary means select words that are suitable to the content and also accuracy of word or idiom choice and usage and appropriateness of selection to match register.

4) Language

Language refers to grammar. Handling of appropriately structures, agreements, tense, number, word order, articles, pronoun, preposition and obscuration of meaning.

⁵⁴ Christopher Tribble, *Writing*, (New York: Oxford University Press, 1996), p. 130.

5) Mechanic

Mechanic refers to the use of graphic conventional of the language such as punctuation, spelling and capitalization.

3. Kinds of Writing

There are three kinds of writing ; those are free writing, controlled writing and guided writing.

1) Free writing

Free writing is writing about a subject without restriction, writing whatever comes into your head, without concern for grammar, spelling or organization. According to Robinson, in free writing is it not intended for a reader.⁵⁵ It means that in free writing, you write whatever comes to mind, thoughts, and feelings without worrying about whether the ideas are good or grammar is correct.

Free writing was limited to structuring sentence, often in direct answer to question, the result of which looked like a short piece of discourse, usually a paragraph. Moreover, the exercises were language-based; they usually concentrated on vocabulary building, reading comprehension, and even oral skills that culminated in a piece of writing.⁵⁶

2) Controlled writing

⁵⁵ Lois Robinson, *Guided Writing & Free Writing (A Text in Composition for English as a Second Language)*, (New York: Harper & Row, 1967), p. 23.

⁵⁶ Joy M.Reid, *Teaching ESL Writing*, (United States of America: Prentice Hall Regents, 1993), p. 25

Controlled writing is writing for which great deal of the content, and of form is supplied. In using this kinds of writing, the students are focused on getting words down on paper and concentrated on one or two problems at time, they are spared from teaching the full range of complexity. Controlled writing focused on specific features on the written language. It is good method of reinforcing grammar, vocabulary and syntax in context. Principally on the basis that controlled writing allowed students to practice and habituate correct structures and thereby learn to “write” on their own. Christina Paulston extolled the virtues of controlled writing for another reason: “it will permit busy teachers to give daily assignment of writing exercise even in large class and at the same time insure that the student’s work will be substantially correct and in acceptable with acceptable usage.”⁵⁷

3) Guided writing

Guided writing is an extension of controlled writing. It is less controlled than controlled writing. In using this kind of writing to teach writing, students are given a first sentence,, a last sentence, and outline to fill out series question to respond or information to include

⁵⁷ *Ibid*, p. 24

in their piece of writing. Students should be able to discuss, make notes, share findings and plan strategies together before they begin to write. In guided writing, the students will not make serious errors if they follow the instruction which is given by the teachers.⁵⁸

4. Process of writing

The processes of writing are following:⁵⁹

1) Planning

This step, the writers have to think about three important issues. The first is they have to consider the purpose of their writing because it will influence the type of text they want to produce, the language use and the information. The second is they ought to think about the audience or the readers of whom they are writing for because it will influence the choice of language, such as formal or informal. The last is they ought to think the content structure or ideas included in. This is the step in which the writers start to think what to be written.

2) Drafting

The drafting step is where we really begin writing.⁶⁰ In this step we try to write our ideas onto paper. Keep going write in order that our ideas flow even though sometimes we feel that we have written wrong tense, spelling or punctuation.

3) Editing

⁵⁸ Robinson, *op. cit.*, p. 2.

⁵⁹ Jeremy Harmer, *How to Teach Writing* (6th ed) (Edinburg Gate: Longman,2007). P.4-5

⁶⁰ Akmal Sutyono, *Writing III*. (Language and Art Department STKIP PGRI, Bandar Lampung,2004), p.3

In this step, we check whether what we have said is what we want to say and whether we have said it in a clear and appropriate way. It may take place while we are drafting or after we finished a draft and also we see our own writing completely about punctuation, spelling and grammar, besides the content itself.

4) Final version

Writers produce the final version is when writers have edited their drafting, making the changes they consider to be necessary.

Based on explanation above, we can identify that the process of writing consist of some parts. They are planning, drafting, editing and final version.

E. Concept of Descriptive Text

1. The definition of Descriptive Text

Description is “the part of the paragraph that describes the characters” or we could say “a descriptive text is a text that describes the features of someone, something, or a certain place”.⁶¹

Description is description something, someone, or a place.

Or we could say description is describes the parts and characteristics,

such as describes the parts of classroom, which consist describes doors, windows, tables, chairs, and wall. And describes the

⁶¹ Artono Wardiman, et.al *English in Focus: for Grade VII Junior High School (SMP/MTS)*. (Jakarta: Pusat Perbukuan, DEPDiknas, 2008), p. 115

characteristics of classroom, which consist size (big), color (brown, blue), and quality (clean).⁶²

Description isolates one person, object, place, event, from every other and shows what we selected topic is like. Description is “found in context that solicit detail. Police reports, order letters, lab reports, leases, all require description to be effective.”⁶³

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, “feelings such as happiness, fear, loneliness, gloom, and joy”. Description helps reader, through his or her imagination, to visualize a scene or a person or to understand a sensation or an emotion.⁶⁴

2. Purposes of Descriptive Text

The purpose of descriptive text is to create a vivid impression of a person, place, object, or event. The writer use description to persuade other to think or act in particular ways. As the example, description enables us to entertain, express feelings, relate experience, inform, and persuade.

Table 2.1

⁶² Dr. Mukarto , M Sc Sujatmiko B.S., S.Pd., Josephine Sri Murwani, P.Pd., and Widya Kiswara, S.Pd., *English On Sky SMP Book VII*, (Jakarta: Penerbit Erlangga, 2007), p. 140

⁶³ Helen Rothschild Ewald, *Writing As Process: Invention and Convention*, (Ohio: A bell & Howell Company, 1983),p.199

⁶⁴ George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Education Publishing, 1980), p. 128)

Purposes for Description ⁶⁵

Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To express feeling	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciate for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade woman)	A description of a degrading music video

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their

⁶⁵ Barbara Fine Clouse, *patterns for A Purpose*, (New York: McGraw –Hill Companies, Inc., 2003), p. 102-103

perception. As human beings, we have a compelling desire to connect with other people by sharing our experience with them.

3. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as person, places, or things. Here the brief explanation:

a. Description of person

Every person is unique, and therefore they are also different. In describing someone, sometimes you may ask “how or what’s look like”. There three different ways to describing someone depend on the situation: identification, impression, and character sketch.

1) Identification

Identification only consist certain statistical information (height, bright, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).⁶⁶

2) Impression

Unlike the identification, the impression may not identify a person, but it does not convey an overall idea of him or her. Many details may be missing. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual’s striking or distinctive trait.⁶⁷

⁶⁶ Michael E. Adelstein and Jean G.Pival, *The writing Commitment*, (Harcourt Brace Jovanovich, Inc., 1976)p.149

3) Character sketch

More complete descriptions of people are usually called character sketch; they may be referred to as profiles, literary portraits, and biographical sketch. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression.

b. Descriptive of a place

There is no pattern for arranging sentence in descriptive paragraph in describing place. It is not necessary to begin with one area and then proceeds to another one. The description must be organized so that the reader can imagine the scene described.

Smalley and Ruetten said that to make the paragraph more interesting, you can add controlling idea that states an attitude or impression about the place being described and the arrangement of the details in your description depends your subject and purpose.⁶⁸

c. Description of a things

⁶⁷ Ibid, p.150

⁶⁸ Ibid, p. 151

To describe a thing, the writer must have a good imagination. Besides, to make our subjects interesting to our readers, the proper nouns and effective verbs can be used.

4. Elements of descriptive text

The following elements of description:⁶⁹

1. *Concrete details.* A concrete detail is a specific description that supports, reflects, or expands a writer's attitude or purpose.
2. *Images.* An image is concrete, literal (real, actual) description of a person, physical object, or sensory experience that can be known through one of the five senses (sight, sound, taste, touch, and smell).
3. *Similes.* A simile is a comparison using *like* or *as*, between two objects.
4. *Metaphors.* A metaphor is an implied (indirect) comparison between two things without the use of *like* or *as*.
5. *Connotative language.* Connotative words or phrases imply or suggest meaning different from the dictionary definition; they may carry a positive or a negative meaning.

Here the example of descriptive text

Description of Place:

My dormitory room is on the second floor of Bienville Hall. It is a small rectangular room with a white ceiling and green walls. As you enter the room, straight ahead you will see two large windows with gold curtains. My bed, which is covered with a red and gold bedspread, is under the windows. On your left, against the

⁶⁹ Barbara Fine Clouse, *The Student Writer, Sixth Edition*, (New York: McGraw-Hill Companies, Inc., 2004), p. 143.

wall, there is a large bookcase filled with books. Close to the door, a desk and chair sit next to the bookcase, with a small woven wastepaper basket underneath the desk.

There are several posters on this wall. The one that is over the bookcase shows an interesting scene from our country. The one that is over the desk is of my favorite singer. To your right, built into the wall opposite the bookcase and desk, is a closet with sliding doors. Behind you on your right and somewhat behind the door is a dresser with a mirror over it.⁷⁰

Description of a Person:

Marie has long black hair that falls down to her shoulders and surrounds her diamond-shaped face, which is usually suntanned. She has dark brown eyebrows over her blue eyes, which are rather large. Her nose is straight, and on the left side of bottom of her nose, by her nostril, is a small mole. She has a small mouth, with lips that are usually covered with light pink lipstick. Her teeth are straight and white.⁷¹

⁷⁰ Regina L. Smalley, Mary K. Ruetten, and Joann Rishel Kozyrev, *Refining Composition Skills Rhetoric and Grammar, Fifth Edition*, (Boston: Heinley Publisher, 2001), p. 62.

⁷¹ *Ibid.*, p. 63.

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